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ABSTRACT

The effects of the recently expanded educational services in Grenada have not yet been determined. In 1984 a questionnaire was administered to 729 Grenadian secondary school students to compare their educational and vocational aspirations; attitudes toward family, school, work, and military experience; family backgrounds; subject preferences; study habits; extracurricular activities; and social and political attitudes with those of students from Muncie, Indiana who had completed a similar questionnaire. American students reported a greater number of close friends, while the Grenadians were more likely to have family member confidants. Although Grenadian families tended to be larger than American families, Grenadian mothers and fathers lived apart twice as often as their American counterparts. Compared to American students, Grenadian students reported significantly less agreement with fathers and significantly more agreement with mothers. Both cultures valued parents' spending time with children and respecting their opinions and supported the combination of wife, mother, and career roles for women. Grenadians reported having more school work and reading more books, but reported receiving lower grades than American students. Despite the greater demands, students in Grenada expressed a significantly more positive attitude toward continuing school. Careers in engineering and science appealed most to Grenadian boys and the majority of the students' career choices involved further education. Despite the Grenadians' enthusiasm for continuing education, the opportunities for it are highly limited on the island. Rapid economic changes are needed in Grenada in the areas of agriculture, commerce, and industry. (Twenty-seven data tables are included.) (TW)

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A COMPARISON OF ADOLESCENT ATTITUDES OF SECONDARY SCHOOL STUDENTS IN GRENADA AND THE UNITED STATES

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A Comparison of Adolescent Attitudes of Secondary School Students in Grenada and the United States

Richard M. Brandt

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Presented at the Annual Convention of the American Educational Research Association, Chicago, Illinois, April 3, 1985

Introduction

The writer is part of a multidisciplinary team from two universities engaged in long term study of social change in Grenada. Initial emphasis has been on education and public health.[1]

This paper will report the findings of an adolescent survey conducted in May 1984 and what they indicate about (1) peer and family relationships and (2) educational and occupational aspirations of Grenadian youths today. Comparisons will be made with American counterparts from data gathered in 1977 by several members of the team in Middletown, U.S.A. (Muncie, Indiana) (Caplow and Bahr, 1979; Bahr, 1980; and Caplow et al, 1982). With appropriate changes to fit the Grenadian situation, the same basic questionnaire was used in the two studies.

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[1]Appreciation is expressed to other members of the team for their assistance and support. They include Theodore Caplow, Director of the project, and Kenneth R. Crispell (M.D.) of the University of Virginia. They also include Howard M. Bahr, Stan L. Albrecht, and Bruce A. Chadwick of Brigham Young University who actually conducted the survey in Grenada and coded the data. Professors Bahr and Chadwick were also part of the Middletown research team, along with Caplow and others, that provided the comparative data for this paper. Thanks also go to Leigh Walters and Katy Badt for their coding and statistical assistance.

Preliminary study of government documents and conferences with local authorities during the research team's initial visit to Grenada in February 1984 revealed a number of significant educational developments in the years immediately preceding the American intervention. Whereas during the Eric Gairy regime (1974-79) schools continued to operate much as they had before the country attained political independence, Prime Minister Maurice Bishop's Peoples Revolutionary Government (1979-83) made education high priority for change. Adult literary centers were opened across the island to expand the population that could read and write. Day care centers were established to free mothers to work. Textbooks and other curriculum materials were replaced with ones designed to push the new government's Marxist ideology. Sweeping curriculum initiatives were undertaken at the local teacher training institution where the majority of teachers spent every Friday learning how to use the new materials. Tuition fees were eliminated for those attending high schools. High schools were presumably to be open for the first time to all youths whether or not they passed the 11-plus examinations. Youths were to be bussed to schools of their choice.[2] American Peace Corps teachers were sent home, and scholarships from 16 or more Eastern bloc nations enticed several dozen post-secondary students to pursue college degrees abroad. A number of teachers from these same countries were hired to teach in Grenada.

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[2]Actual enrollment trends, however, showed no significant increase in secondary school enrollments. It is assumed that those teenagers who did not qualify for advancement to secondary school remained in the primary schools until they were ready.

Bishop's murder and the subsequent period of ambiguous leadership that preceded and followed the American intervention stimulated questions about school trends and priorities. One item not well understood was how much effect the expanded educational services which Bishop had provided really had on the citizenry. Would demands for the newly developed day care and adult literary centers persist? What lasting impacts, if any, were there of the intense revolutionary indoctrination among young people, especially those who had served in the militia and were now unemployed? How deeply entrenched were adolescent expectations for (1) attending and completing high school free of charge; (2) being sent abroad for post-secondary education; and (3) receiving increased teaching of scientific and modern technology subjects?

It was this last series of questions that prompted the high school survey. Curriculum reform and educational policy making in general would stand a better chance of succeeding if the nature and intensity of educational aspirations of those now attending secondary schools were known.

Even American foreign policy could potentially be effected by such knowledge. Who would replace the departed Cuban and East European teachers whohad helped develop and install the "new curriculum"? Would scholarships be available for able, interested high school graduates to attend colleges and universities in Western bloc countries now that opportunities to study abroad in Eastern bloc nations had been withdrawn? Only if more were learned about current educational and occupational

aspirations among Grenadian high school students would policymakers know how important it is to address such questions.

Sample and Method

In March 1984 five members of the research team decided to conduct the survey of secondary school students prior to the end of the school year. In order to have a basis for comparison and interpretation about the intensity of various attitudes they intended to assess, they selected the same questionnaire that had been used in Middletown. Questions were examined one by one to determine their suitability for the Grenadian population. Some items were deleted and others modified. The majority were left intact to permit direct comparisons of attitudes of American and Grenadian students.

In May 1984 the three members of the team from Brigham Young University administered the 50-minute questionnaire to all 729 fourth- and fifth-form students, ages 15 to 19, who were in attendance at 7 of 16 secondary schools. These schools enrolled the majority of Grenada's secondary school population and were representative geographically and socio-economically of all schools in the country. In addition to educational and vocational aspirations, the survey covered: family background and attitudes toward family; school, work and military experience; subject preferences; study habits; activities outside school; and social and political attitudes.

The results of this inquiry have been tabulated and analyzed. Selected findings follow with comparative data, where

available, from Middletown so that similarities and differences between the two adolescent populations can be identified.

Peer Relationships

Tables 1-3 indicate something about friendship patterns in the two cultures and the importance of adolescent-peer relationships in comparison with adolescent-adult relationships. The American youngsters reported a larger number of friends than Grenadians. They were almost twice as likely to say they had more than ten close friends and less than half as likely to limit the number of close friends to one or two.

Differences of consequence were not apparent between the two cultures in whether or not one had a confidant (at least four out of five did) but in who the confidants were. Two-thirds of those Americans who said they had a confidant, i.e., someone they could trust and confide in, indicated it was a friend (boyfriend, girlfriend, or both) compared to less than half of the Grenadians. Family member confidants were reported only one-third as often in Middletown as in Grenada (14 vs. 43 percent).An interesting sex difference turned up in Middletown but not Grenada with only six percent of the American girls compared to 24 percent of the boys claiming no confidants.

Thus, it would seem that the peer world for Middletown adolescents is both larger in an absolute sense and likely to be more influential, at least to the extent that the persons they share personal thoughts and concerns with are close friends rather than parents or other adults. One reason Middletown youngsters appear to be more independent of family and other

adults is the greater likelihood of their having a job and earning money (38 vs. 4 percent). On the other hand, three-quarters of the Grenadians compared with only about a third of the Americans reported having fixed allowances or asking their parents for spending money (Table 8).

Family and Adult Relationships

Tables 4-15 present data about families and attitudes of the high school students toward them. The composition of the household is somewhat different in the two cultures; and, although more than half of the Grenadians live in homes of six members or less, many extra large family units are found there as well (Tables 4, 5). Almost one-third of the students said they live with eight or more persons. Despite the larger average household size, however, Grenadian youngsters are considerably less likely than Middletown youths to be living with both of their parents. Less than half indicated they were living with both their mother and father, compared with two-thirds of the Middletown youths. Grenadian youngsters were twice as likely to be living with their fathers or mothers only. More siblings, other relatives, and other adults were reported in Grenadian households, on the other hand, which accounts for their larger average size. Importantly, however, in only 55 percent of Grenadian homes, as compared with 80 percent of the Middletown homes, was a father or stepfather present.

Employment differences are also noted (Tables 6-8), unemployment of fathers apparently more than twice as great (26 vs. 11 percent) in Grenada as in Middletown. As mentioned

earlier, jobs for teenagers were also much more plentiful in Middletown with more than one-third of the Middletown youths earning money from jobs in contrast to only four percent of the Grenadians. There was no difference, however, in the percentages of employed women with slightly over half (55 percent) of all mothers in both countries holding full- or part-time jobs.

Attitudes toward parents and their perceptions of their parental relationships indicate many cross cultural similarities but some noteworthy differences as well. Key findings are listed below:

1) More agreement with mothers' than fathers' ideas and opinions was reported in both cultures, both for boys and girls (Tables 9, 10). In Grenada more than half of the boys (53 percent) and somewhat less than half (43 percent) of the girls said they agreed "completely" or "to a great extent" with their mothers' ideas or opinions. Corresponding findings for Middletown youths were 36 and 41 percent respectively (Table 10). In both studies, almost one-third of the boys and more than a quarter of the girls said they agreed with their fathers "completely" or "to a great extent" in ideas and opinions (Table 9). There was significantly less agreement with fathers in Grenada than in Middletown and significantly more agreement with mothers.

2) Identification was also more frequently reported with mothers than with fathers in both cultures (Tables 11, 12). In Grenada almost half of the adolescents

said they wanted to be like their mothers in "several" ways, "most ways", or "completely" and under a third said they wanted to be like their fathers. One fourth of the boys and one third of the girls, furthermore, said they "did not want to be at all like their fathers." Repudiation of mothers was reported by significantly fewer respondents.

In Middletown similar evidence of higher identification with mothers than fathers was found when boys and girls were combined; but, in contrast with Grenadian boys, Middletown boys indicated a somewhat higher identification with fathers than mothers (54 vs. 48 percent). Sex differences prevailed as would be expected in these findings, boys identifying more with fathers and repudiating them less than girls and girls identifying more with mothers and repudiating them less.

The most important findings in Tables 11 and 12 are the consistently higher frequencies of Middletown youngsters reporting high levels of identification with both parents. In the case of fathers it is almost twice as great (47 percent for Middletown boys and girls combined vs. 28 percent for Grenadians). Cultural differences in identification with mothers are much less but still indicate somewhat higher levels in Middletown (55 vs. 46 percent). The higher absence rate for fathers in Grenada undoubtedly is reflected in the higher percentage of Grenadian youngsters reporting

that they "did not know their father" (10 vs. 2 percent).

3) Some differences were found in students' perceptions of the qualities most desired in parents (Tables 13, 14). In both countries two predominant characteristics were cited from among those listed: (1) spending time with children and (2) respecting their opinions. The former virtue was cited for both parents by more than half the youngsters in both cultures but slightly more often in Middletown (63 vs. 58 percent for fathers and 60 vs. 52 percent for mothers). Approximately two-thirds of the Middletown youths checked respecting their children's opinion as one of the desired virtues for both parents compared with 45 percent of Grenadians for fathers and 38 percent for mothers. "Being a good cook and housekeeper" was the second most frequently listed virtue for mothers in Grenada. It was checked by half the Grenadians but less than one-third of the Middletowners.

One other interesting difference was the quality of "never nagging his/her children about what they do." About 14 percent of the Middletown youths checked this quality as compared with only a third as many Grenadians (5 percent). Those items that reflect most directly the quality of parent-child relationships (spending time together, respecting their opinions, and

not nagging) are apparently of greater importance to Middletown youngsters than model-setting virtues (prominence in social life, church activity).

4) Perceptions of the ideal role for women also indicated cultural differences. Table 15 shows that while pursuing a career in Grenada is not an acceptable role by itself, in combination with wife and mother status or wife alone status, it is highly acceptable, considerably more so than in Middletown (85 vs. 61 percent). Having a career without marriage or children, on the other hand, was considered an appropriate role by seven percent of the Middletown youths but none of the Grenadians.

Perhaps the most important finding is that the great majority of girls in both cultures have career aspirations either alone or in combination with marriage and/or motherhood. Boys, too, accept the notion of careers for women with four of five Grenadian boys selecting one of the career combination roles as well as half the Middletown boys.

Educational Attitudes and Aspirations

Comparisons were made on a limited number of dimensions of secondary school life and student attitudes toward it. Tables 16-18 indicate something about the amount of schoolwork done outside of class, the amount of outside reading engaged in, and the distribution of course grades.

Grenadians are apparently assigned considerably more schoolwork than Middletown students, averaging one-and-a-half to two hours a day compared with about an hour per day for the Americans. This somewhat lighter load for the latter is consistent with findings in A Nation At Risk report and other current studies of the American public schools. As a result of recent efforts to increase the amount of homework in many American communities, however, assignments may no longer be so light in Middletown. Current data are needed to determine whether Middletown students have more assignments today than in 1977 when this survey was administered.

Not only do Grenadians have more assigned work, but they read considerably more than their Middletown counterparts, at least twice as much on average. A fourth of the Grenadian students had read five or more books during the previous month compared with 15 percent of the U.S. students, despite the relative scarcity of books in Grenadian households and schools. Three of eight Middletown youngsters, compared to only one of eight Grenadians, admitted to not reading any books other than those assigned at school. The lack of a television station on the island may, of course, contribute to this higher reading rate.

Grading standards are also different in the two cultures. In spite of the Grenadian students being a more selective population academically, because of higher dropout rates prior to high school, the grades they receive tend to be lower. Grenadians reported B's and C's on average and only two percent indicated A-level grades. On the other hand, two of five Middletown youths said they had received grades in one of the two

top levels (A's or A's and B's), more than double the number of Grenadians citing such grades.

Attitudes toward school appear extremely positive in Grenada, more so than in Middletown. All but one percent of the Grenadians said they "would be disappointed,would try hard or would do almost anything to continue" if circumstances forced them "to stop school now." One of six Middletown students, on the other hand, said they "would like to quit" or "wouldn't care" (Table 19). Further evidence of positive school attitudes lies in the very low absentee rates in Grenadian secondary schools (3-4 percent) and students' stated aspirations toward further schooling. Only one percent of the Grenadians, compared with two percent of the Middletown students said they did not want to finish secondary school. Significantly higher percentages of the former expressed goals of either a university degree or some college education. Only one-sixth of the Grenadians, compared with more than one-quarter of the Middletown students, indicated they did not desire further education after secondary school. These aspirations are particularly noteworthy in that realizing them means leaving the island. Only limited technical training, a nursing school, and the teacher's college are currently available for post-secondary education in Grenada itself.

Major reasons cited by Grenadians not planning on post-secondary education were "never considered it" or "couldn't afford it" (40 and 36 percent, Table 21). A relatively small number (12 percent) indicated poor grades or having taken the wrong courses (9 percent) as major factors. The much greater opportunity for post-secondary education in America is reflected

in the considerably smaller numbers of Middletown youngsters saying they never considered or couldn't afford it (8 percent, 12 percent).

Cultural differences also appeared in the identification of favorite subjects. Grenadians circled half again as many favorite subjects as the Americans (3 1/4 vs. 2 1/4 per person). They chose traditional academic subjects much more often. English, selected by four-fifths of the Grenadians, was circled more than three times as much. Foreign language also was chosen about three times and science more than twice as often. Business subjects, too, were selected by 40 percent of the Grenadians as against 24 percent of the Americans. Art and physical education were the only subjects chosen more often by the latter.

Plans of those intending to go to college included selection of major fields of study that were consistent with the favorite subject choices described above. Business, science, and engineering were chosen more often by the Grenadians (27 vs. 19, 17 vs. 6, and 15 vs. 5 percent respectively). Nursing, too, a very realistic choice in Grenada because of the nursing school, was also chosen three times as much by the Grenadians.

These findings undoubtedly reflect, in part, differences in the education systems of the two countries. To the extent that Grenadian schools are still patterned after those in Great Britain, students are concentrating their studies in increasingly narrow academic areas as they prepare for the examinations on which college admission, including admission to study in particular fields, is based. In the United States, on the other hand, the selection of a major field for study in college is,

with rare exceptions like engineering, postponed until the end of the sophomore year. The fact that half of the Middletown youngsters were undecided about a field of study is not surprising.

Occupational Plans

Information was obtained also regarding career plans and life after school. Table 24 indicates that for both boys and girls in each country, the most frequently selected choice was to go to college. For Grenadians, of course, this choice meant leaving the island because only the teachers' college and nursing school were available locally. Emigration is far from uncommon there, however, as at least half of those who intended to go to work instead of college said they would leave the island to do so. At the moment the military option is not as prevalent in Grenada as in Middletown with 11 percent of the American boys expressing such a preference.

Although not selected by large numbers, "helping at home" was much more frequently chosen by Grenadians (15 vs. 1 percent), consistent with other family patterns mentioned earlier. Again greater uncertainty about future plans was expressed among the Americans, one-quarter of them versus only five percent of the Grenadians saying they didn't know what they were going to do or indicating multiple possibilities (Table 24). When asked directly about how certain they were of their specific career choices, furthermore, half of the Grenadians said their minds were made up as compared with only 30 percent of the Americans (Table 26).

Actual career choices of Grenadians are shown in Tables 25 and 27[3]. More than a quarter of boys' preferences were for engineering (electrical or mechanical) and other science-related careers. Overall, almost three-fourths of the boys' and two-thirds of the girls' choices were for professional or technical careers where further schooling would be needed.

The six percent of the boys' and eight percent of the girls' choices for teaching seem realistic in terms of educational and later job opportunities in Grenada. The selection of nursing by 30 percent of the girls may be a bit high in relation to the predicted job market. On the other hand, the public health clinics are starfed primarily by nurses, so, in addition to hospital positions, there is a sizable need for nurses across the island. Many of the girls' choices seem quite realistic and would require no additional schooling: secretary (12 percent), bank teller (6 percent), airline stewardess (4 percent), and sales or clerical work (Table 27: 23 percent). The numbers of manager/administrator aspirants (9 and 4 percent respectively) seem reasonable and consistent with college subject matter preferences.

Other questions asked regarding occupational plans ("What occupations have you thought about going into?" and "If you were absolutely free to go into any kind of work. . .what would your choice be?") produced similar findings. "Agricultural scientist" was selected by two percent of the boys when several choices were allowed, and "military service" was chosen by four percent of the

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[3]Similar data were not available from Middletown.

boys in response to the second question. In general, however, essentially the same career preferences were expressed regardless of how questions were asked.

The most noteworthy finding presented in Table 27 is the great disparity between students' plans and their parents' occupations. To the extent that the jobs these parents hold accurately reflect future as well as present career opportunities in Grenada, the great majority of students are destined to emigration from the island to find the right job or disappointment in fulfilling their career plans if they stay. Not only will further education necessitate going abroad but opportunities to follow a preferred career in Grenada will be severely limited unless rapid economic expansion and institutional change occur. Not only are students aiming for the professions and technical careers in far greater numbers than would seem to be needed; a shortage of craftsmen, operatives, and farmers/farm managers is likely, at least among the most highly educated segment of the people. Either widespread disappointment will take place over unfulfilled career aspirations, or Grenada will suffer a "brain drain" as its intellectually elite go abroad for their life's work.

Discussion and Conclusions

In their recent replication of the Lynd's classic study of Middletown, Caplow and his colleagues found the American family alive and well (Caplow *et al*, 1982). Continuity rather than change in family solidarity has apparently been the dominant characteristic this past half-century. Family bonds are closer

than ever. Ties with the extended family are still important although household membership is usually restricted to the nuclear family.

Comparisons with the Grenadian data reveal higher levels of identification with parents--both parents--in Middletown and certainly fewer absentee fathers. More Middletown youths said their ideas and opinions agreed with those of their fathers. Yet, not all the comparisons indicate closer parent-child ties in the United States and less family solidarity in Grenada.

Quite the contrary, higher levels of agreement with their mothers were reported by Grenadian youths, especially boys. Almost half the Grenadians, furthermore, compared with only 14 percent of the Middletown youths indicated that one or more family members served as their confidants, i.e. people they trusted and confided in.

Then, too, the Grenadian students seem in some other respects to be more family and adult oriented. A small but still significantly larger percentage of Grenadians expressed intentions of staying around to help out at home when school was over. They reported higher levels of church attendance and were more likely to depend on the family for allowances or spending money. They saw homemaking (cooking and housekeeping) as an especially important role for women, more so than did Middletown youngsters.

Middletown youths, by way of contrast, seemed much more dependent on peers for emotional support and probably role models. The only qualities of parenthood they felt strongly about were those items that called for parents to provide them

with psychological support by spending time with them, respecting their opinions, and not nagging. Although many Grenadian youngsters selected the first two of these qualities also, others were also considered important: social prominance of parents and church activity. It would seem as if adults, including family members, serve as important role models in Grenadian culture even if the father is absent.

Father absence may not be as important as it otherwise might seem given the relatively large size of many Grenadian households and the presence of other adults. The extended family undoubtedly plays a large role in Grenadian life. Fathers and other family members who have gone abroad continue to send money home and return themselves from time to time. Migration is a common feature of Grenadian life and upwards of 100,000 people have emigrated in recent decades to Britain, Canada, the United States, Cuba and other Carribean countries. Tobias, among others, has studied Grenadian emigration among lower class males in particular (Tobias, 1980). He reports the maintenance of strong ties with home folks. He also suggests that success in making it overseas, as evidenced by money being sent home and displays of wealth and generosity during home visits, contributes to one's continuing status and sense of manliness. Emigrants, including absentee fathers, apparently continue to serve as role models for some adolescent boys.

The generation gap seems greater in Middletown than Grenada. Confidences and personal problems are undoubtedly shared most frequently with close friends rather than adults. School is seemingly less appreciated or demanding--fewer subjects liked,

less homework, fewer specific academic plans after high school, and less disappointment if they have to leave school. Middletown youths also express less certainty over career choices at this stage in their development.

Some of these differences may be, at least partly, a reflection of the more highly selected school population in Grenada. For the relatively large population of Grenadian adolescents not attending secondary school, the influence of the peer group may be considerably enhanced. Tobias suggests that "liming" events, i.e., informal peer group social interactions in which men compete for manliness attribution in debating contests, serve important socialization functions for young teenagers who may be loitering nearby. Becoming a "real man" may take several years of emulation and practice of the debating skills required in liming. Until there is an opportunity to survey the out-of-school adolescent population, one can only speculate as to the differences between cultures in the relative importance of peer rather than adult influences.

Differences in educational and career aspirations are striking and deserve comment. In Middletown, education seems to be taken for granted. Most youngsters have some notion that they want to continue school at some time in some way, but they are not certain what they will study or when they will do it. They are equally uncertain about occupational choices. They do not intend to stay around home, but they have little idea of where they will go or what they will do. Such uncertainty is understandable given the rapidly changing nature of the job market and easy access to educational opportunities in the United

States. Youngsters need time to explore career options and they know career choices will determine, in many instances, the kind of post-secondary schooling they should have.

In Grenada, on the other hand, both educational and work opportunities are much more restricted. The most disturbing findings of our present study are the unrealistically high aspirations of the Grenadian students. The great majority plan to go on with their studies after secondary school, but other than the local teacher training and nursing schools, no colleges are available for them on the island. Almost three-fourths of them are heading for the professions or scientific and technical fields, all of which would require leaving the island to obtain the necessary schooling. In recent years fewer than 1 in 10 secondary students have managed to enroll in post-secondary courses and only 1 in 25 eventually completed degrees. These patterns are likely to persist unless deliberate steps are taken to open up educational opportunities at the college level either in Grenada or elsewhere via new institutions or scholarship programs.

Even if such opportunities were created, career frustrations would still persist without major changes in Grenadian economic and institutional structures. The best hope of third world countries, including Grenada, depends on the concurrent modernization of agriculture, commerce, and industry under local management. That formula requires a rapidly growing supply of educated manpower and womanpower. The aspirations are adequate in Grenada; the means to realize them are not. Satisfactory resolution of the dilemma Grenadian secondary students face may

well be one of this young nation's most pressing problems. Its future leaders must come from this group of educated citizenry. It would seem within the long range interests of the United States to give whatever educational assistance it can to help these young people achieve their goals and provide Grenada with the necessary leadership to resolve its current and future economic and domestic problems. Were all that to happen, the ultimate consequences of the American intervention would undoubtedly prove worthwhile.

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In the following tables sex differences were tested for significance in each culture separately. Then differences between Grenada and Middletown students (boys and girls combined) were tested for significance. When significant differences were found beyond the five percent level, chi square and probability values are indicated as table footnotes. Where no such values are presented, the null hypothesis was accepted.

Table 1
Number of Close Friends[1] of Grenadian and Middletown Students

Number of Close Friends	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
1	7%	5%	17%	6%	13%	5%
2	12	6	18	6	16	6
3	12	9	15	14	14	12
4-5	15	15	19	23	17	19
6-9	13	17	10	22	11	19
10	20	14	10	8	14	11
Over 10	21	34	11	21	15	28
N	(261)	(320)	(374)	(359)	(635)	(679)

[1]The item read: "About how many friends do you have, people who know you well, whom you see and whom you can rely on?"

(Grenada) Boys vs. girls $\chi^2 = 41.44$, <.001
(Middletown) Boys vs. girls $\chi^2 = 28.90$, <.001
(Combined) Grenada vs. Middletown $\chi^2 = 87.90$, <.001

Table 2
Perceptions of Having a Confidant[1] of
Grenadian and Middletown Students

Perceived Confidant	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
No	22%	24%	19%	6%	20%	15%
Yes	78	76	81	94	80	85
N	(282)	(339)	(411)	(373)	(693)	(712)

[1]The item read: "Do you have someone you can confide in and tell your troubles to, someone who understands you?"

(Middletown) Boys vs. girls $\chi^2 = 46.48$, <.001
(Combined) Grenada vs. Middletown $\chi^2 = 6.15$, <.05

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Table 3
Relationship of Confidant[1] To Students
In Grenada and Middletown

Relationship of Confidant	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Father	6%	2%	5%	0%	6%	1%
Mother	13	3	22	2	17	3
Brother	9	3	5	1	7	2
Sister	3	2	6	4	5	3
Other Relative	9	4	5	1	7	2
Friend	46	62	41	69	43	66
Minister	4	0	4	0	4	0
Teacher	3	1	2	1	2	1
Other[2]	7	23[2]	10	22[2]	9	22[2]
No. of cases (N)	(205)	(232)	(310)	(328)	(515)	(560)

[1]The item read: "Please explain who, not by name, but by type of person, such as girl friend, uncle, brother, minister, etc."

[2]Other responses, especially in Middletown, often included more than one type of confidant. In Middletown, for example, four percent of the boys mentioned father and mother or parents; and two percent of the girls. Numerous other responses included both peers and adults rather than single categories.

(Middletown) Boys vs. girls $\chi^2 = 46.48$, <.001
(Combined) Grenada vs. Middletown $\chi^2 = 6.15$, <.05

Table 4
Parents or Guardians Lived With[1] by Grenadian and Middletown Students

Parents or Guardians	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Both Mother and Father	43%	66%	44%	68%	43%	67%
Father and Stepmother	0	3	1	3	1	3
Mother and Stepfather	6	9	7	8	7	8
Father Only	3	2	4	2	4	2
Mother Only	29	16	28	14	28	15
Some Other Relative	13	2	12	3	12	3
Other	6	2	4	2	5	2
N	(294)	(329)	(411)	(371)	(705)	(700)

[1]The item read: "Which of the following best describes the parents or guardians with whom you now live?"

(Combined) Grenada vs. Middletown $\chi^2 = 134.96$, $<.001$

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Table 5
Number of Persons in Household[1] Of Grenadian Students

Number of Persons	Percentage of Students	Number of Persons	Percentage of Students
1	0%	8	13
2	3	9	6
3	6	10	5
4	12	11	3
5	14	12+	4
6	20		
7	14	N	(707)

[1]The item read: "Counting yourself, how many people live in your household?" Comparable data were not gathered in Middletown.

Table 6
Employment Status of Grenadian and Middletown Fathers[1]

Employment Status	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
No	27%	13%	26%	9%	26%	11%
Yes	60	87	64	91	62	89
Don't Know	13	0	10	0	12	0
N	(282)	(321)	(382)	(362)	(664)	(683)

[1]The item read: "Is your father (or male guardian) presently employed?"

Note: If the "don't know" responses are excluded, 69 percent of the Grenadian boys' and 70 percent of the Grenadian girls' fathers are employed.

(Combined) Grenada vs. Middletown $\chi^2 = 155.15$, $<.001$

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Table 7
Employment Status of Grenadian and Middletown Mothers[1]

Mother's Employment	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
No job outside the home	42%	50%	33%	40%	36%	45%
Farm work at home	9	NA	10	NA	9	NA
Part-time job	16	17	16	18	17	18
Full-time job	33	33	41	42	38	37
N	(264)	(336)	(378)	(361)	(642)	(697)

[1]The item read: "Does your mother work outside the home?"

Note: For Grenada data the top two categories were combined because the mother was basically at home. There were no significant differences between Grenada and Middletown Mothers' Employment Status.

Table 8
Main Source of Spending Money[1] of
Grenadian and Middletown Students

Source of Money	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Fixed allowance from parent(s)	16%	15%	29%	11%	24%	13%
Ask parents when need money	51	22	54	22	53	22
Earnings from job	9	38	1	38	4	38
Gifts from other than parents	7	1	7	1	7	1
No main source or combination of above sources	17	24	9	28	12	26
N	(289)	(344)	(409)	(372)	(698)	(716)

[1]The item read: "How do you get most of your spending money?"

(Grenada) Boys vs. girls $\chi^2 = 47.28$, <.001
(Combined) Grenada vs. Middletown $\chi^2 = 374.50$, <.001

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Table 9
Perceived Value Consensus[1] With Fathers of
Grenadian and Middletown Students

Agreement in Ideas and Opinions	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Yes, completely	9%	10%	10%	5%	10%	7%
Yes, to a great extent	21	24	16	23	18	23
Yes, to some extent	33	46	32	44	32	45
No, very little	11	12	15	17	13	15
Little or no contact with father	26	8	27	11	27	10
N	(273)	(336)	(360)	(364)	(633)	(700)

[1]The item read: "Do you and your father agree in your ideas and opinions about the things you consider important in life?"

(Middletown) Boys vs. girls $\chi^2 = 11.26$, <.05
(Combined) Grenada vs. Middletown $\chi^2 = 78.74$, <.001

Note: A higher percentage of Middletown youths replied in one of the yes rather than no or little categories ($p < .05$).

Table 10
Perceived Value Consensus[1] With Mothers of Grenadian and Middletown Students

Agreement in Ideas and Opinions	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Yes, completely	16%	12%	16%	8%	16%	10%
Yes, to a great extent	37	24	27	33	31	29
Yes, to some extent	35	49	41	44	38	46
No, very little	9	13	10	11	10	12
Little or no contact with mother	3	2	6	4	5	3
N	(287)	(329)	(398)	(364)	(685)	(693)

[1]The item read: "Do you and your mother agree in your ideas and opinions about the things you consider really important in life?"

(Grenada) Boys vs. Girls $\chi^2 = 11.32$, <.05
(Middletown) Boys vs. Girls $\chi^2 = 11.20$, <.05
(Combined) Grenada vs. Middletown $\chi^2 = 19.96$, <.001

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Table 11
Identification With Fathers[1] of Grenadian and Middletown Students

Identification	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Yes, completely or in most ways	13%	31%	12%	21%	12%	26%
In several ways	19	23	13	19	16	21
In just a few ways	30	29	31	35	31	32
Not at all	26	13	36	24	31	18
Didn't know parent	12	4	8	1	10	3
N	(288)	(343)	(386)	(367)	(674)	(710)

[1]The item read: "Would you like to be the kind of person your father is?"

(Grenada) Boys vs. girls $\chi^2 = 12.22$, <.05
(Middletown) Boys vs. girls $\chi^2 = 25.27$, <.001
(Combined) Grenada vs. Middletown $\chi^2 = 94.70$, <.001

Table 12
Identification With Mothers[1] Of
Grenadian and Middletown Students

Identification	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Yes, completely or in most ways	8%	23%	10%	38%	9%	30%
In several ways	35	25	39	25	38	25
In just a few ways	39	33	34	27	36	30
Not at all	17	18	16	10	16	14
Didn't know parent	1	1	1	0	1	1
N	(285)	(326)	(410)	(364)	(695)	(690)

[1]The item read: "Would you like to be the kind of person your mother is?"

(Middletown) Boys vs. girls $\chi^2 = 20.46$, <.001
(Combined) Grenada vs. Middletown $\chi^2 = 107.27$, <.001

Table 13
Most Desirable Qualities of Fathers[1] According
To Grenadian and Middletown Students

Most Desirable Qualities	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Being a college graduate	--	5%	--	5%	--	5%
Being a secondary school graduate	11%	--	5%	--	8%	--
Spending time with his children, reading, playing	55	63	60	63	58	63
Making plenty of money	9	16	7	14	8	15
Being an active church member	13	7	17	7	15	7
Owning a good-looking car	1	7	2	5	2	6
Being prominent in social life	16	9	11	7	14	8
Never nagging his children about what they do	5	13	8	13	7	13
Being well-dressed	5	7	6	4	6	5
Having a love of music and poetry	4	2	1	2	2	2
Respecting his children's opinions	40	61	49	73	45	67
N	(287)	(338)	(410)	(364)	(697)	(702)

[1]The item read: "Please circle the two qualities in the list below that you consider most desirable in a father."

Note: Percentages do not total 100 because students were asked to choose <u>two</u> qualities.

(Grenada) Boys vs. girls $\chi^2 = 28.33$, $<.01$
(Combined) Grenada vs. Middletown $\chi^2 = 182.08$, $<.001$

Table 14
Most Desirable Qualities of Mothers[1] According
To Grenadian and Middletown Students

Most Desirable Qualities	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Being a good cook and housekeeper	47%	38%	53%	24%	50%	31%
Being prominent in social life	16	8	10	5	13	6
Respecting her children's opinions	34	53	42	72	38	63
Being well-dressed	4	10	6	6	5	8
Spending time with her children, reading, talking	51	57	52	63	52	60
Having a love of music & poetry	1	5	0	2	0	3
Being a good hostess	1	3	3	2	2	2
Being an active church member	18	10	14	9	16	9
Being a secondary school graduate	3	--	2	--	2	--
Being a college graduate	--	2	--	2	--	2
Never nagging her children about what they do	3	14	5	16	4	15
N	(287)	(338)	(410)	(364)	(697)	(702)

[1]The item read: "Please circle the two qualities that you consider most desirable in a mother."

NOTE: Percentages do not total 100 because students were asked to choose two qualities.

(Grenada) Boys vs. girls $\chi^2 = 25.24$, <.01
(Middletown) Boys vs. girls $\chi^2 = 34.73$, <.001
(Combined) Grenada vs. Middletown $\chi^2 = 40.90$, <.001

Table 15
Perceived Ideal Role for Women[1] Among
Grenadian and Middletown Students

Role Description	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Wife	5%	9%	1%	1%	3%	4%
Mother	1	5	3	3	2	4
Career	0	4	0	9	0	7
Wife & Mother	13	34	9	16	10	24
Wife & Career	8	7	6	12	7	10
Wife, Mother and Career	73	41	81	59	78	51
N	(224)	(316)	(393)	(358)	(617)	(674)

[1]The item read: "What do you feel is the ideal role for a woman today--wife, mother, career woman, or some combination of these?"

(Grenada) Boys vs. girls $\chi^2 = 15.94$, $<.01$
(Middletown) Boys vs. girls $\chi^2 = 65.86$, $<.001$
(Combined) Grenada vs. Middletown $\chi^2 = 125.96$, $<.001$

Table 16
Estimated Hours Spent on Schoolwork Each Day[1]
By Grenadian and Middletown Students

Hours	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
2 or more	41%	8%	36%	12%	38%	10%
1 to 2	35	21	32	30	33	26
About 1	14	32	22	33	19	33
Less than 1/2	9	26	9	23	9	24
None	1	13	1	2	1	7
N	(299)	(339)	(420)	(372)	(719)	(711)

[1]The item read: "How much time do you spend on school work outside of class each day?"

(Middletown) Boys vs. Girls $\chi^2 = 39.99$, <.001
(Combined) Grenada vs. Middletown $\chi^2 = 233.38$, <.001

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Table 17
Number of Books Other Than Assigned
School Books Read Each Month[1] By
Grenadian and Middletown Students

Number of Books	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
0	17%	40%	9%	35%	12%	37%
1	11	27	8	26	9	27
2	19	11	22	16	21	13
3	13	8	14	6	14	7
4	10	5	10	4	10	4
5	12	2	13	1	13	2
6-9	9		8		8	
10-14	5	7	8	12	7	10
15+	4		8		6	
N	(300)	(219)	(422)	(279)	(722)	(498)

[1]The item read: "How many books other than assigned school books do you usually read a month?"

(Grenada) Boys vs. Girls $\chi^2 = 14.66$, <.05
(Combined) Grenada vs. Middletown $\chi^2 = 236.50$, <.001

Table 18
Grades on Last Report Card[1] Of
Grenadian and Middletown Students

Grades	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
A's or mostly A's(95-100%)	3%	16%	2%	17%	2%	16%
A's and B's (90-94%)	14	17	14	29	14	24
Mostly B's (85-89%)	19	15	15	16	16	15
B's and C's (80-84%)	40	25	44	22	43	24
Mostly C's (75-79%)	12	12	13	8	13	10
C's and D's (70-74%)	8	12	10	6	9	9
Mostly D's or below (50-69%)	4	3	2	2	3	2
N	(278)	(338)	(405)	(370)	(683)	(708)

[1]The item read: "What kind of grades did you receive on your last grade card?"

(Middletown) Boys vs. girls $x^2 = 21.70$, <.01
(Combined) Grenada vs. Middletown $x^2 = 129.49$, <.001

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Table 19
Attitudes Toward Having to Drop Out of School[1]
Of Grenadian and Middletown Students

Feelings at Dropping Out	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Would like to quit	0%	3%	0%	3%	0%	3%
Wouldn't care	2	15	1	11	1	13
Would be disappointed	32	23	40	17	37	19
Would try hard to continue	33	37	30	42	31	40
Would do almost anything to continue	33	22	29	27	31	25
N	(294)	(339)	(415)	(373)	(709)	(712)

[1]The item read: "If something happened and you had to stop school now, how would you feel?"

(Combined) Grenada vs. Middletown $x^2 = 133.65$, <.001

Table 20
Educational Aspirations[1] of Grenadian
And Middletown Students

Schooling Desired	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Do not want to finish sec.school	1%	2%	1%	2%	1%	2%
Secondary school	16	29	14	23	15	26
Technical,nursing, or teacher's school	12	12	21	21	17	17
Some post-second. education,not 4 years	19	12	19	19	19	16
University degree	52	45	45	35	48	39
N	(299)	(341)	(418)	(374)	(717)	(715)

[1]The item read: "How far do you want to go in school?"

(Grenada) Boys vs. girls $x^2 = 10.35$, <.05
(Middletown) Boys vs. girls $x^2 = 21.21$, <.001
(Combined) Grenada vs. Middletown $x^2 = 31.06$, <.001

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Table 21
Reasons Given By Grenadian and Middletown Students
Not Planning Post-Secondary Schooling[1]

Reasons for Not Continuing	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Never considered it	40%	11%	39%	6%	40%	8%
Couldn't afford it	31	14	41	9	36	12
Most of friends aren't	0	3	1	1	1	2
Grades not good enough	14	15	9	9	12	12
Haven't taken the right classes	9	5	9	4	9	4
Don't need more	7	7	3	1	5	4
Parent's haven't encouraged	6	3	7	1	7	2
Don't want it	24	18	23	15	24	16

[1]The item read: "If you are not planning for post-secondary education, please circle the most important reasons why you are not." Multiple responses were permitted. Percentages are based on the total number of choices circled.

Table 22
Favorite School Subjects[1] Of
Grenadian and Middletown Students

Subject Liked Best	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Industrial arts or craft	9%	4%	5%	7%	7%	5%
Home economics	7	2	26	32	19	18
Business	34	14	43	32	40	24
Foreign language	23	7	33	13	29	10
Music	24	10	17	20	20	15
Art	6	22	5	20	5	21
Phys. education	42	45	26	27	32	36
Science	76	31	53	17	61	24
Mathematics	52	39	45	40	48	40
Social Sciences	21	10	13	7	16	9
English	72	19	87	31	81	25
N	(299)	(345)	(420)	(374)	(719)	(719)

[1]The item read: "What subjects do you like best in school?" Students were permitted to circle more than one subject. Percentages are based on the total number of choices circled.

(Grenada) Boys vs. girls $x^2 = 102.64$, <.001
(Middletown) Boys vs. girls $x^2 = 205.83$, <.001
(Combined) Grenada vs. Middletown $x^2 = 315.19$, <.001

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Table 23
Educational Aspirations by Field of Study[1]
For Grenadian and Middletown Students
Planning Post-Secondary Schooling

Field of Study	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Science	25%	8%	11%	4%	17%	6%
Business	22	13	30	23	27	19
Engineering	35	12	1	0	15	5
Liberal Arts	2	4	4	1	3	2
Nursing	0	0	27	8	15	5
Home Econ.,Child Dev,,Family Rel.	0	1	6	8	4	5
Pre- professional (Medicine,Dent., Law)	3	9	7	7	5	8
Undecided/Other inc.comb.of above	13	53	14	49	14	50
N	(233)	(272)	(331)	(314)	(564)	(586)

[1]The item read: "If your plans are for post-secondary education, what will you study while there?"

(Grenada) Boys vs. Girls $x^2 = 207.67$, <.001
(Middletown) Boys vs. girls $x^2 = 92.85$, <.001
(Combined) Grenada vs. Middletown $x^2 = 230.68$, <.001

Table 24
Plans for Life After Secondary Education[1]
of Grenadian and Middletown Students

Plans Following Education	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Help at home	15%	1%	15%	1%	15%	1%
Marry right away and work	4	4	11	4	8	4
Work in Grenada	30	--	30	--	30	--
Work	--	21	--	18	--	19
Go abroad to work (Gren.only)	33	--	42	--	38	--
Military (Mid'n only)	--	11	--	1	--	6
Attend technical, beauty or teacher's school	19	4	20	11	20	8
Attend post-secondary academic school	39	36	46	35	43	36
Don't Know/ Other	5	23	5	30	5	26
N	(297)	(346)	(419)	(375)	(716)	(721)

[1]The item read: "What do you plan to do after you are out of school?" Students in Grenada, but not Middletown, were allowed to circle as many answers as fitted their plans. Tests of significance were not appropriate.

Table 25
Most Frequently Anticipated Occupations[1]
By Grenadian Students

Occupation	Boys	Girls	Occupation	Boys	Girls
Accountant	5%	7%	Mgr./Admins.	9	4
Airplane Pilot	3	0	Mechanical Eng./ Engineer	17	0
Airplane Stewardess	0	4	Military/Armed Forces	3	0
Bank Office, Financial Mgr.	3	1	Nurse	0	30
Bank Teller	0	6	Physician	8	5
Computer Programmer, Specialist	3	1	Secretary	1	12
Dentist	1	1	Social Scientist	2	1
Electrical/Electronic Engineer	6	0	Teacher	6	8
Engineering/Science Technician	3	0	All other occupations	23	13
Hairdresser/ Cosmetologist	0	2	N	(218)	(345)
Lawyer	0	2			

[1]The item read: "At this time, the occupation that you plan to follow is?" Only one choice was permitted.

Boys vs. Girls $\chi^2 = 603.94$, $<.001$

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Table 26
Certainty About Occupational Choice[1]
Among Grenadian and Middletown Students

Certainty of Choice	Boys		Girls		Combined	
	Gren.	Mid'n	Gren.	Mid'n	Gren.	Mid'n
Feel sure, mind made up	51%	31%	53%	28%	52%	30%
Not too sure	36	36	35	39	35	38
Not at all sure	12	27	10	28	11	27
Haven't thought about it	1	6	2	5	2	5
N	(272)	(329)	(399)	(357)	(671)	(686)

[1]The item read: "In regard to your choice of an occupation:"

(Combined) Grenada vs. Middletown $\chi^2 = 106.03$, $<.001$

Table 27
Grenadian Students' Occupational Plans[1] and
Their Working Parents' Main Occupations[2]

Occupational Category	Occupation Plans		Main Occupations			
			Fathers		Mothers	
	Boys	Girls	Boys	Girls	Boys	Girls
Professional, Technical & Kindred Workers	72%	64%	11%	10%	14%	17%
Managers & Administrators, Except Farm	12	5	13	10	11	8
Sales, Clerical, & Kindred Workers	3	23	6	9	20	17
Craftsmen & Kindred Workers	10	1	29	34	0	1
Operatives	0	0	8	6	9	5
Laborers, Except Farm	1	0	7	9	3	4
Farmers & Farm Managers	1	0	17	13	11	10
Service Workers, Except Private Household	1	7	8	8	16	18
Private Household Workers	0	0	1	1	16	20
N	(218)	(345)	(233)	(325)	(131)	(210)

[1]The item read: "At this time, the occupation that you plan to follow is: _____."

[2]The items read: "What is (or was) your father's main occupation?" and "IF your mother works outside the home, what is her occupation?_____.